

Pupil Premium Strategy and Impact Report 2019/20



Pupil Premium is an additional grant given to students who:

- Have been eligible for free school meals (FSM) at any time in the last six years
- Have been in the care of the local authority
- Have parents/carers in the armed services, who face particular challenges

At Reddish Vale High School we have many robust intervention strategies. Many of which are based on the latest research carried out by the EEF, Sutton Trust and successful strategies from previous years and are designed to support each individual student to achieve their full potential. Last year, the attainment gap between our pupil premium students and non-PP students was broadly in line with the national average. But this year we aim to fulfil one of our core objectives 'to close the gap in attainment between pupils and disadvantaged pupils' (RVHS School Development Plan 2019). Historically, our outcomes for disadvantaged students placed us in the top 20th percentile of schools nationally and we aspire to be one of the highest performing schools nationally for disadvantaged students.

Though we anticipate that the pupil premium funding will have a significant impact on closing the gap in attainment, progress, attendance and the aspirations between our disadvantaged students and the rest of the school, the strategies funded by the grant are no substitute for **strong leadership at all levels; high quality teaching and learning; a broad, balanced and fit for purpose curriculum**, and **effective pastoral care**. These aspects of highly effective and successful schools are what will ultimately determine the success of all students, particularly our disadvantaged cohort and are at the core of our pupil premium agenda.

Leadership – A designated pupil premium lead in school will hold all staff to account for their pupil premium outcomes. All staff have an outcomes target, the extent to which this target is met will be heavily determined by outcomes for pupil premium students.

Teaching and Learning – To this end we will promote and share excellence whilst addressing any unacceptable variability, because the quality of the teaching a student receives impacts upon the quality of their education. Central to this is to ensure that our leaders are skilled in judging the quality of teaching and its impact on learning providing detailed constructive feedback which pinpoints strengths, and effectively identifies the necessary developments and approaches to enhance practice.

Curriculum - To facilitate the delivery of knowledge at the highest standard possible, our curriculum will be: **specific, inclusive, cumulative, well-rounded, preparatory and rigorous** to facilitate learners to go beyond the restrictions of the national curriculum. Literacy and numeracy provision will be enhanced to ensure that all children have the core knowledge which enables success within those subjects and enables them to access the remaining curriculum.

Support - All students, and all particular groups of students, will be supported to the best of our ability and we will continue to seek to provide exceptionally high attainment scores for these students at all levels so that they have the best chance of not being 'vulnerable' for life.

Pupil Premium – Above and Beyond



The total amount we received for pupil premium students in 2019/20 is approximately £365,856. In most schools, this sum is apportioned to salaries and staffing. We do the same at Reddish Vale High School so it's important that all staff are used to raise standards, aspirations and improve the outcomes of our PP students, and that they are held to account for this. However, this can often be a challenging process as there are so many factors which inhibit the progress of students.

So at Reddish Vale High School we have lots of bespoke interventions and programmes which are deliberately targeted for our disadvantaged cohort. The intervention strategies we provide at Reddish Vale exceed by far the total amount we receive for the Pupil Premium, showing that we go above and beyond for these students. The Pupil Premium is used to support all of these strategies, interventions and programmes:

Investing in the new student futures curriculum: Finance, Travel and Tourism, Animal Care, Entry Level Science YipiYap 121 tuition in Maths YipiYap 121 tuition in Science SLT 121 Intervention in English Edukey Literacy Assessments and Provision Maps Period 6/before school/lunchtime/holiday interventions Digital Learning Technologies: GCSE Pod, Mathswatch, SENECA Respect and Heart Programme University Outreach Scheme for HA PP students Sports Enrichment – Holland Trip Sports Enrichment - Rockclimbing Music Peripatetic Teachers Catering funding to purchase ingredients Power2 Be Active Programmes in Sports Leadership and Teens and Toddlers	City in the Community Tree of Knowledge Trauma Attachment Training for Staff Behaviour for Learning Training for Staff Mentor Support (Counsellors) Psychology Service Ethnic Diversity Service Careers Advisory Service Bowness Trip for Geography fieldwork Science – Christmas Concert An Inspector Calls – Theatre Trip Dr Jekyll and Mr Hyde – Theatre Trip London Theatre Trip Scientific calculators for Maths exams School Uniform and kit for extra-curricular activities
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Key Priorities for Pupil Premium from the 2018/19 Impact Report

Desired Outcome A: Reduced progress and attainment gap between PP and non-PP students	Desired Outcome B: Attendance for Pupil Premium students will be in line with the national average	Desired Outcome C: Improved engagement and aspirations of PP students
<ul style="list-style-type: none"> • SDP target to close the gap in attainment reflected in all faculty development plans with middle leaders held to account for outcome, including those of disadvantaged students. • Implement and embed a broad and balanced curriculum that reflects the schools context: one that promotes high aspirations and success for all, supports personal growth and prepares and equips all pupils for success in adult life. • Ensure high quality planning and delivery impacts on pupils' ability to learn and retain new knowledge and equips them with the skills to transfer knowledge across the curriculum and beyond. • Ensure assessment is used effectively to determine what students know, understand are able to retain and supporting teachers and leaders in producing clear next steps and interventions to secure improvements for students. • Implement effective strategies to further improve whole school attendance and reduce persistent absence for all groups, particularly vulnerable groups as the attendance gap between pp and non-pp was -5.2% - the equivalent to an extra 10 days off school. 	<ul style="list-style-type: none"> • Implement and embed a broad and balanced curriculum that reflects the schools context: one that promotes high aspirations and success for all, supports personal growth and prepares and equips all pupils for success in adult life. • Ensure high quality planning and delivery impacts on pupils' ability to learn and retain new knowledge and equips them with the skills to transfer knowledge across the curriculum and beyond. • Implement effective strategies to further improve whole school attendance and reduce persistent absence for all groups, particularly vulnerable groups, including: • More robust monitoring and issuing of Penalty Notice warnings and fines once support has been put in place • Parental meetings and engagement at different levels • Links with external agencies: HYMS, LA, Early Help • Work with SENCO to support pupils with medical needs • Improved promotion of rewards for attendance. • Greater accountability of tutors through protocols, BAR meetings linked to PM- early intervention 	<ul style="list-style-type: none"> • Implement and embed a broad and balanced curriculum that reflects the schools context: one that promotes high aspirations and success for all, supports personal growth and prepares and equips all pupils for success in adult life. • Ensure high quality planning and delivery impacts on pupils' ability to learn and retain new knowledge and equips them with the skills to transfer knowledge across the curriculum and beyond. • Review implementation of the Behaviour Policy and modify to ensure effective and consistent strategies that positively impact on behaviour and attitudes to learning, including: • Establish behaviour working party • Review of on call system process • Accountability of all staff, teaching, tutors and support in consistently applying behaviour policy and systems • Tutors- via Protocol/BAR/PM) target setting for tutees and intervening and monitoring HOF- buddy system in place • Inset Training for all staff: de-escalation, trauma attachment, B4L, positive handling and additional support for staff needing additional behaviour management support • Provision map to identify groups of pupils, refer for intervention and monitor impact; Mentor, counselling, anger management, SEN assessment referrals.

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Pupil Premium Lead: Mr K. Bourne

Pupil Premium Governor: Mr S. Hall

Summary Information					
School	Reddish Vale High School				
Academic Year	2019/20	Total PP Budget	£365,856	Date of last PP Review	September 2019
Total number of pupils	892	Number of pupils eligible for PP	402	Date for next review	September 2020
Attainment and Progress					
	Pupil Premium Students		Non-PP Students		
Progress 8	-0.39		-0.08		
%9-5 in both English and Maths	22.4%		51.9%		
%9-4 in both English and Maths	70.1%		40.8%		
Attainment 8	37.8		51.45		
Barriers to future attainment for pupils eligible for PP					
A	Historical culture of low aspirations				
B	Historical culture of poor attendance and punctuality				
Desired Outcomes			Success Criteria		
Reduced progress and attainment gap between PP and non-PP students			Eliminate the progress and attainment gap between PP and non-PP		
Attendance for Pupil Premium students will be in line with the national average			PP attendance has a positive impact on student outcomes		
Improved engagement and aspirations of PP students			The percentage of PP students taking part in wider school activities will reflect the proportion of disadvantaged students we have in the school		

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Pupil Premium Performance by Subject							
Name	Total Grades	Average Grade	Average Points	APS 2019	Residual	In A8 Basket	Summary – Awaiting Impact Reports and Subject Review Meetings
Music	4	5	5.25	4.21	1.08	4	<p>The residual column compares the progress PP students made across their subjects; clearly PP students made more progress in some subjects than others and the subject review meetings will help illuminate why.</p> <p>All subjects, with the exception of Computer Science, PE and German, improved their APS scores for PP students. Meaningful comparisons cannot be made in subjects where the PP cohort is less than 5 (Triple Science, Music, Drama). Although the impact of Music peripatetic teachers historically has been significant for PP students' performance and funding for this should continue, and more should be done to increase disadvantaged numbers in Music and Drama as interventions have proven effective.</p> <p>PP students made more progress in the maths P8 bucket than any of the other buckets – this is the first time this has occurred since data was gathered in 2017/18. PP students in Maths did better than one of the two English qualifications for the first time in three years. Substantial investment was made into ensuring PP grades in maths improved, including: Yipiyap 121 tutoring; small group tuition through the Tutor Trust; Mathswatch; equipment for students; revision guides; study cards and intervention forms.</p> <p>The EBACC was our worst performing bucket for PP students, with the APS in History and Combined Science particularly low. History students were impeded by the absence of the lead teacher in the subject for a sizable chunk of the year and there was very little buy in for period 6 until late January when History's slot was moved from a Friday to a Tuesday.</p> <p>Combined Science struggled to inspire PP students to attend P6 in comparison with their core counterparts. Wildly inaccurate predictions in DD2 will have also affected their intervention strategy; PP students were predicted to achieve a whole GCSE grade more an average in January than they ended up achieving in the EBPs in May. Further scrutiny into the English department's PP strategy will need to be made as PP students made less progress in the English bucket than they have done since data was gathered in 2017/18. PP students attended more P6 interventions in English; received fewer behaviour points and were predicted to make more progress in DD2. The HOD was on maternity leave for a sizable chunk of the year;</p>
Art	22	5	4.68	2.87	0.81	21	
Hospitality	7	P	3.5	2.04	0.59	5	
Health	18	D	6.33	3.42	1.91	18	
Creative iMedia	4	P	4.38	0.41	0.28	3	
English Language	49	4	4.16	3.51	0.42	49	
PE	6	4	3.5	4.33	0.93	6	
Citizenship	20	4	3.6	3.33	0.04	19	
Sport	10	P	3.80	2.49	0.49	10	
Maths	49	4	3.65	2.7	0.12	48	
English Literature	48	4	3.92	3.2	-0.58	47	
Geography	26	4	3.92	2.9	-0.78	26	
Biology	1	8	8	6.4	-0.2	1	
Chemistry	1	8	8	5	-0.2	1	
Drama	2	5	4.5	2.6	-0.44	0	
French	10	4	4.2	3.25	-0.72	10	
History	24	3	2.83	2.34	-0.85	21	
Business	6	3	3	2	-0.52	5	
Combined Science	96	33	2.9	2.49	-0.79	92	
German	12	4	3.67	3.78	-0.62	12	
Physics	1	8	8	5.6	-.2	1	
				3			
Computer Science	4	3	3		-1.82	3	

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							<p>another year 11 teacher was absent from January and one year 11 teacher was absent for a sizable chunk of the year.</p> <p>PP students did not fare well in Computer Science. Three of the five students had relatively low prior attainment in maths and English so it was a questionable choice for them to undertake one of the most challenging GCSEs. Another student who achieved several grades below target had the most difficult of personal circumstances which affected their progress across the curriculum.</p>
Desired Outcome A: Reduced progress and attainment gap between PP and non-PP students							
	Action	Rationale	Cost	Expected Impact*	Actual Impact*		
1	Embed the new Student Futures curriculum to address the needs of all pupils with new courses in: Finance; Enterprise; Cultural Capital; Animal Care; Travel and Tourism; Spanish; Entry level courses	The school's curriculum should provide students with the knowledge and skills that they need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it will powerfully address social disadvantage.	Need the cost of running these new courses: resources, exam entries, teaching staff etc	EBACC P8 to improve by +0.5 on 2018/19 Open P8 to improve by +0.3 on 2018/19	2020 EBACC Progress: -0.39 (+0.3 on 2019) 2020 Open Progress: -0.17 (+0.23 on 2019) The new student futures curriculum was implemented in 2019/20 so had little bearing on these improvements. The full impact of the new curriculum will be seen in 2021/22.		
2	Embed the new tutor time curriculum to allow extra time for literacy, numeracy, PSHE and Study Skills.	Literacy and numeracy will help develop the key skills required across the curriculum. The PSHE provision will help ensure students are prepared for life in modern Britain. The study skills programme aims to provide students with the self-directed learning attributes they need to thrive in their external exams.	Cost could come from budgets allocated to literacy and numeracy	Reading Comprehension EEF - +6 months Metacognition EEF - +7 months Maths Programs, Hattie – +0.40 Study Skills, Hattie – 0.63	2020 Progress 8 -0.32 (+0.17 on 2019) Study skills, literacy and numeracy provision were designed to prepare students for examinations. More progress could have been made had these sessions been allowed to run their course.		
3	Additional Leadership roles in maths	Building leadership capacity in the advance of need will help bridge the attainment gaps in maths through providing additional support and Trust-wide guidance.	ACA salary	Maths P8 to improve by +0.8 on 2018/19	Maths Progress 8: -0.18 (+0.63 on 2019)		

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4	Supporting disadvantaged pupils with a team of learning behaviour mentors	Raise the attainment, attitude and attendance of disadvantaged students.	£184,788	Disadvantaged P8 to improve by +0.5 on 2018/19 PP Attendance to improve by 1% on 2018/19 Proportionate rate of exclusions for PP against non-pp. Teaching Assistants, EEF +1 month	2020 Disadvantaged Progress: -0.39 (+0.53 on 2019) 2020 Disadvantaged Attendance: 91.27% (+0.57 on 2019) Exclusions: All permanent exclusions in 2019/20 were disadvantaged students. Fixed term exclusions: The percentage of FTE days for PP students was 76%, the same disproportionate amount as 2018/19.
5	Literacy Coordinator	Reading ages raised to expected national levels and raised attainment from KS3.	£9500	Increased percentage of students with reading ages above their chronological age.	Average Reading Age of the School 2020: 11.84 Average Reading Age of the School 2019: 12.02 According to the latest reading age assessment – the chronological reading age of the school has dropped from the 2019 average.
6	Additional leadership role within English to focus on the development of reading comprehension	This will facilitate the literacy catch-up process and help those who did not meet reading 100 access and thrive in our more demanding secondary curriculum.	SW	Reading comprehension EEF - +6 months	29% (67 pupils) of the year 7 cohort did not meet the NE for reading in the KS2 Reading SATS, significantly reducing their chances of achieving a 4+ in English by the end of year 11. According to the latest data drop in March 2020, only 12% of the cohort are predicted to not achieve a 4+ in English. Of the original 67 students who did not meet the NE for reading, only 17 of them are predicted to not achieve a 4+ in English.
7	Yipiyap – One to One tutoring in Science	Positive feedback from students regarding last year's provision and one to one continues to have a positive impact on progress nationally.	£3800	One to one EEF +5 months	Yipiyap science not effective – tutor was a maths specialist. 3 year 11 students received regular Yipiyap sessions until the school closure with the aim of achieving a 44. One students achieved a 43.
8	Yipiyap – One to One tutoring in Maths	Positive feedback from students regarding last year's provision and one to one continues to have a	£3800	One to one EEF +5 months	Very few students received regular Yipiyap sessions as maths provision was heavily targeted at students with records of PA. However, 6 students were targeted for

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		positive impact on progress nationally.			this intervention to help them achieve a 4+ and all of them did.
9	Use Edukey literacy assessments to establish accurate reading ages to inform interventions	Identifying students will facilitate the literacy catch-up process and inform interventions so that all students can thrive in the new curriculum and access the content of the new, more challenging GCSEs papers.	£1495	Vocabulary programs, Hattie 0.67	The literacy assessments were used to support year 11s with low reading ages access the GCSE papers, which predominantly have reading ages of 16+. Progress 8 2020: -0.26 (+0.3 on 2019) Attainment 8: 44.32 (+ 7pts on 2019)
10	Use Edukey provision maps to target students with additional needs quickly and make rapid interventions	Identifying students will help inform the intervention process and ensure that all students can thrive in the new curriculum and access the content of the new, more challenging GCSEs papers.	£1495	Interventions for students with SEND, Hattie 0.77	Provision maps not implemented. Classcharts will be introduced in 2020/21, which is part of the same software as provision maps and is compatible so there is plenty of scope to integrate this into practice for next year.
11	Intervention with primary school and Y7 nurture group	Primary students targeted for literacy intervention to enable consistent approach and benchmarking of literacy abilities. Profile of incoming students to Y7 increased. Greater support given to disadvantaged students furthest behind in year 7	£4330	Interventions for students with SEND, Hattie 0.77 Acceleration, Hattie 0.68	Literacy interventions saw 55/67 students who did not meet the NE for reading to be on target to achieve a 4+ in English.
11	Year 8 support group	Continue to work with highlighted disadvantaged pupils, who were behind their peers joining the school in year 7.	£19,477	Social and emotional learning, EEF +4 months	51/206 students did not meet the NE for Reading at KS2. 27 of these students are now predicted to achieve the 4+ in English. 54/206 students did not meet the NE for Maths at KS2. 31 of these are now predicted to achieve the 4+ in Maths.
12	Year 7 support group	Continue to work with highlighted disadvantaged pupils, who were behind their peers joining the school in year 6.	£22,514	Social and emotional learning, EEF +4 months	Literacy interventions saw 55/67 students who did not meet the NE for reading to be on target to achieve a 4+ in English. 48 students did not meet the NE for Maths at KS2. 13 of these students are predicted to achieve a 4+ in Maths.

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13	Period 6 and Lunchtime Interventions	To raise aspirations for disadvantaged students and to ensure they attend extra classes.	£200	Students who attend extra sessions regularly to have +0.5 on their peers.	Students who attended period 6 sessions regularly (at least 1 a week) had an average P8 score of +0.0065. Students who attended less than one additional support session per week had an average P8 score of -0.5.
14	Targeted tutor time Maths tuition	Close the gap in attainment in maths and help all students achieve their full potential. Support students in catch-up numeracy.		Maths P8 to improve by +0.8 on 2018/19	43% of the 11a/m3 Intervention class achieved a 4+ in maths. 44% of the 18 students targeted for intervention by SH achieved the 4+ in maths. Disadvantaged APS to improve by 0.97.
15	To ensure Geography students will not miss out on essential fieldwork because of their background.	To provide opportunities for students To improve aspirations and outcomes for GCSE Geography students	£410	PP P8 for Geography to remain positive.	GCSE Geography APS to improve by 1.26 in 2020. Disadvantaged APS to improve by 1.01 in 2020.
16	CPD – whole staff training	To improve PP outcomes across all year groups		P8 to improve +0.4 on 2018/19	Teacher feedback from CPD sessions overwhelmingly positive.
17	Numeracy Ninjas and the Daily Rigour	To improve performance of PP students in maths by teaching numeracy through literacy	FREE	Maths P8 to improve by +0.8 on 2018/19	Maths GCSE 2020 4+ up 17% Maths GCSE 2020 5+ up 26.4% 30% Year 9 Maths on or above target 46% Year 8 Maths on or above target 67% Year 7 Maths on or above target
18	Prioritise the assessment of PP student work and a quicker turnaround for feedback	Feedback has one of the most significant impacts on pupil progress and attainment – a quicker turnaround on this gives PP students more time to understand and respond to feedback – consequently improving their outcomes	FREE	Feedback, EEF +8 months	P8 -0.39 (+0.53 on 2019) 22.4% PP achieved 5+ in English and Maths (up 10.1%) 40.8% PP achieved 4+ in English and Maths (up 16.1%) 2% PP achieved 7+ in English and Maths (down 1.7%) 14.3% PP achieved 4+ EBACC (up 7.5%) 6.1% PP achieved 5+ EBACC (up 2%)
19	Develop metacognitive skills through the new whole school marking policy and assessment procedures	Prioritising self-assessment to develop students understanding of how they learn and are assessed. Data drops will include a SCWA to compare with the	FREE	Metacognition, EEF +7 months	DD2 APS from February 2019: 4.33 SCWA APS from February 2019: 4.52 EBP APS from June 2020: 4.43 Year 11 student predictions were closer to their average final grade than the teacher predictions made

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		teacher's assessment so that self-regulation can be evaluated			at the same time. Students were more optimistic about their chances than the teachers were.
20	Use digital technologies such as GCSE Pod; SENECA, Show My Homework, Mathswatch and Century Tech to address gaps in knowledge and alleviate the impact of absence	Impact reports show that students who used these digital technologies regularly performed better in their external exams.	GCSE Pod £11,000 SMHK: Century Tech: Mathswatch: £375	Digital Technologies, EEF +4 months	Students who watched 100+ Pods: -0.22 P8 50-99 Pods: -0.4 P8 Less than 50 Pods: -0.24 P8
21	Students are provided with revision guides	To develop their independence and fill knowledge gaps.	Science: £823 H&S: £300 H&C: £700	Metacognition, EEF +7 months	Maths PP APS up +0.97 on 2019 English Literature PP APS up +0.4 on 2019 Combined Science PP APS up +0.3 on 2019 Physics PP APS up +1.4 on 2019 Chemistry PP APS up +3 on 2019 Biology PP APS up +2.6 on 2019
22	The Tutor Trust - EEF	Outstanding 121/small group English/Literacy tuition with a proven track record of raising attainment and progress for disadvantaged students.	£1680	Average increase in grade for PP pupils over the course of maths tuition is +0.77.	Only 3 Tutor sessions ran out of 15 prior to the school closure.
23	Amazon Vouchers for progress and attendance at Period 6.	Pupil Premium progress champion receives an Amazon voucher to reward and celebrate success. Students who attend period 6 regularly are also entered into a prize draw.	£250	Significant reduction in progress gap between PP students who attend P6 regularly and the rest of the school.	Students who attended P6 sessions regularly achieved a P8 score of -0.003. Those who attended less than 1 session per week achieved a P8 score of -0.485.

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Desired Outcome B: Attendance for Pupil Premium students will be in line with the national average

Group	16-17 HT1-4	17-18 HT1-4	18-19 HT1-4	19-20 HT 1-4	Nat Av	Summary
Whole School	93.5	91.8%	93.40%	93.5%	94.5	The attendance of pupil premium students has improved this year by 0.57% and the gap between non-PP and PP attendance has narrowed by 1.1%, although non-PP attendance has fallen by 0.44%. The attendance of our PP students is still significantly below the national average of 2018/19.
Att Absence	6.5	8.2%	6.60%	6.5%	5.5	
PP	89.4	89.8%	90.70%	91.27%	92.8	
	10.6	10.2%	9.30%	8.73%	7.2	
Non PP	94.9	93.5%	95.75%	95.31%	95.9	
	5.1	6.5%	4.25%	4.69%	4.1	

PP Attendance by Year Group

Group	Yr7	Yr8	Yr9	Yr10	Yr11	Years 7 and 8 continue to have an attendance gap that is lower than the national average between PP and non-PP students, however the attendance gap increases significantly through years 9, 10 and crucially, year 11. A similar trend can be seen in the attainment and progress data across the year groups; the attainment and progress gap widens with age.
Whole School	95.9	94.8	92.9	92.4	92.2	
PP	93.82	94.02	89.51	87.24	87.09	
Non PP	97.54	95.56	95.73	95.11	95.52	
Gap	-3.72	-1.54	-6.22	-7.87	-8.43	

PP Students with 100% Attendance

	Total	PP	Non PP	Despite the attendance gap between non-PP and PP students in year 8 being the smallest out of all the year groups, they have the gap between the percentage of students with 100% attendance is greater than any other year group. The percentage of PP students with 100% attendance in year 9 is actually greater than the non-PP cohort – some of these students with 100% attendance have been part of the many intervention programmes led by the year teams.
Yr7	17.24%	14.29%	20.41%	
Yr8	13.74%	10.23%	17.02%	
Yr9	9.84%	10.00%	9.73%	
Yr10	9.15%	8.77%	9.41%	
Yr11	9.30%	5.26%	12.50%	
Total	12.13%	10.10%	13.79%	

PP Attendance by Group (Attendance data taken from SIMS Report on 22/06/2020)

Group	Attendance %	The attendance of our PP boys is greater than PP girls by 0.7%. The attendance of our PP students with an EHCP is of great concern given the vulnerability of this group and their progress and attainment has suffered as a result. The attendance of PP students receiving SEN support is also a concern and perhaps needs to be more targeted in next year's SDP.
All PP	91.17	
PP Boys	91.5	
PP Girls	90.8	
PP SEN K	88.37	

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PP SEN E	76.7				
PP LAC	95.4				
PP EAL	97.12				
Desired Outcome B: Attendance for Pupil Premium students will be in line with the national average					
	Action	Rationale	Cost	Expected Impact*	Actual Impact
1	Embed the new Student Futures curriculum to address the needs of all pupils with new courses in: Finance; Enterprise; Cultural Capital; Animal Care; Travel and Tourism; Spanish; Entry level courses	The school's curriculum should provide students with the knowledge and skills that they need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it will powerfully address social disadvantage.	Need cost of running new courses.	EBACC P8 to improve by +0.5 on 2018/19 Open P8 to improve by +0.3 on 2018/19	2020 EBACC Progress: -0.71 (+0.09 on 2019) 2020 Open Progress: -0.17 (+0.33 on 2019) The new student futures curriculum was implemented in 2019/20 so had little bearing on these improvements. The full impact of the new curriculum will be seen in 2021/22.
2	SLT role linked to attendance	To improve the attendance of PP students and reduce persistent absence rate	Management time	PP attendance to improve by 1% on 2018/19	PP attendance improved by +0.57% on 2019. Gap between PP and non-PP attendance was 4.04% a 1% improvement on 2019.
3	Supporting disadvantaged pupils with a team of assistant heads of year, HOY and Safeguarding Officer	Raise the attainment, attitude and attendance of disadvantaged students.	£98, 953	Disadvantaged P8 to improve by +0.5 on 2018/19 PP Attendance to improve by 1% on 2018/19 Proportionate rate of exclusions for PP against non-pp.	PP attendance improved by +0.57% on 2019. Gap between PP and non-PP attendance was 4.04% a 1% improvement on 2019. P8 -0.58 (+0.33 on 2019) 75% the total FTE days were PP students – an increase of 5% on 2019.
4	Rewards for good attendance (96%)	To improve PP attendance through positive reinforcement and rewards	£1556	Students who received awards for attendance last year continued to attend school regularly and will do so this year.	PP attendance improved by +0.57% on 2019. Gap between PP and non-PP attendance was 4.04% a 1% improvement on 2019.

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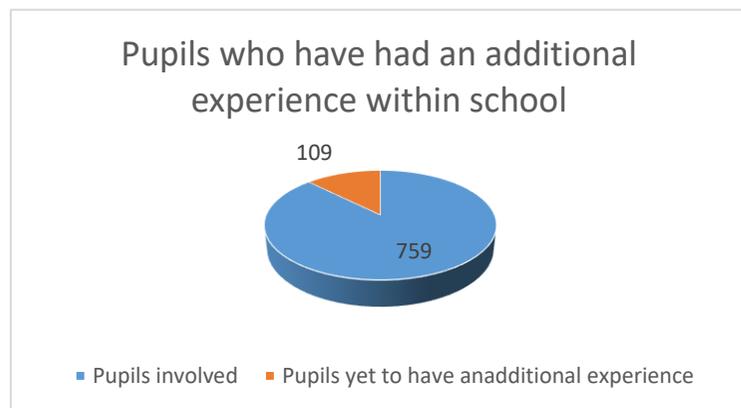
5	Family support to help ensure students have the correct school uniform	To support and improve attendance and punctuality	£1667	Parental Engagement, EEF +3 months	158 incidents relating to uniform reported on SIMS in 2019/20 – an increase of 31 on 2018/19 at the same point in the year. PP attendance improved by +0.57% on 2019. Gap between PP and non-PP attendance was 4.04% a 1% improvement on 2019.
6	Transport – ensure students on the periphery of the catchment have private transport to take them to and from school	To improve students attendance, attitude and participation in extracurricular activities	£3813	Students provided with transport will continue to attend school regularly.	Attendance of students provided with a dedicated school bus service was 92.75% compared to 93.02% last year.
7	An appropriate, fit for purpose curriculum for the most vulnerable students with additional needs.	Ensures our most vulnerable students feel safe, happy and confident in coming into school by learning in an alternative environment which meets their needs.	Alternative Provision budget?	Reading comprehension, EEF +6 months One to one, EEF +5 months Small group tuition, EEF +4 months Social and emotional learning, EEF +4 months	Attendance of Alternative Provision Students: 83.49% Attendance of students with at least one bespoke intervention outlined on the provision map: 95.03%
8	Attendance officer to focus on home visits and close parental communication regarding PP students whose attendance is lower than expected.	Increased attendance will improve the outcomes of PP students	£12,313	PP attendance to improve by 1% on 2018/19 Home visits, Hattie 0.29	PP attendance improved by +0.57% on 2019. Gap between PP and non-PP attendance was 4.04% a 1% improvement on 2019.
9	Clear monitoring of punctuality with increased numbers of staff on duties from the start of the day to the end	Students who are late to school/lessons will miss out on learning opportunities – increasing their ability to improve their outcomes	Staff time	Reduced number of students late to school/lessons on last 2018/19.	847 late marks recorded up until the school closure in 2020. 349 late marks recorded up in the same period in 2018/19. Huge discrepancy is largely down to consistency of recording late marks in 2019/20.

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10	Respect and Heart Programme	Help students develop their levels of compassion, mutual respect and challenge stereotypes	£4500	Social and emotional learning, EEF +4 months	Attendance of students in the Heart and Respect Programme: 92.07%
11	Students are involved in the Power2 programmes: Teens and Toddlers; Be Active	Students develop “skills for life” in an employment based context and achieve level 1 qualifications.	£8000	Social and emotional learning, EEF +4 months Collaborative learning, EEF +5 months Sports Participation, EEF +2 months	Attendance of students in the Power2 Programmes: 95.99%

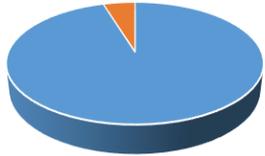
Desired Outcome C: Improved engagement and aspirations of PP students

Mid-Year analysis – trips and activities



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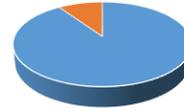
Year 11 Tree of Knowledge



■ Participated ■ Missing

In addition, all of the Year 11 cohort have participated in workshops about student finance in preparation for KS5.

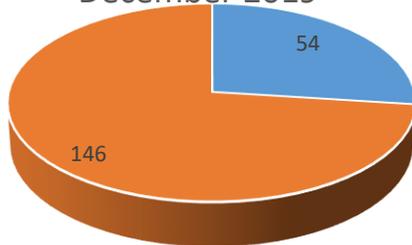
Year 9 Cultural Capital Trip to People's History Museum



■ Participated ■ Missing

Over 90% of the year group opted to take part in the trip to the People's History Museum in Manchester.

Disadvantaged breakdown of all Rewards trips December 2019

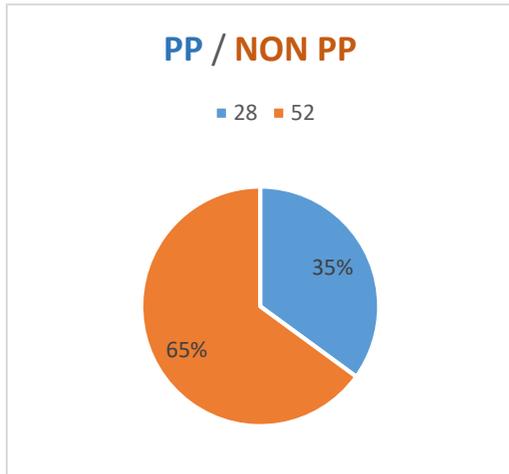


■ Disadvantaged ■ Non-disadvantaged

The proportion of disadvantaged students who went on the mid-year rewards trip does not reflect the school cohort. Not as many disadvantaged students met the eligibility criteria for these trips.

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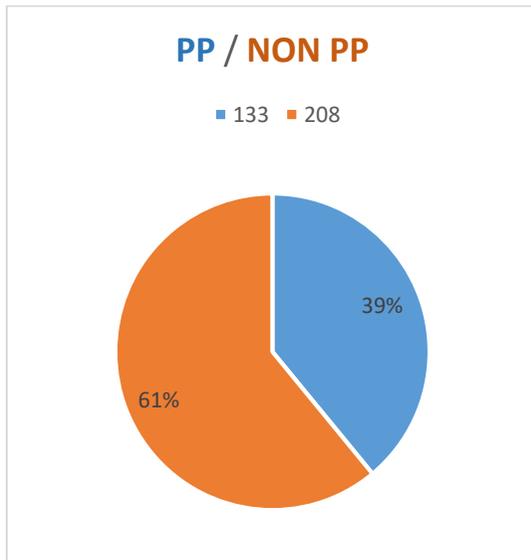
English trips



English ran trips to Howarth for Year 10 pupils studying Jane Eyre, trips to Harry Potter World and to the Portico library in Manchester.

The percentage of PP students involved in these activities does not reflect the school cohort for the year groups involved. However, Jane Eyre is studied by our HA cohort and the portion of PP in this band is significantly lower.

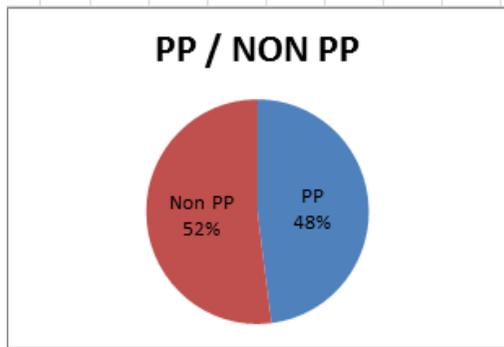
Humanities (including PSHE & citizenship)



Some activities such as the Bowness trip and the PSHE days pupils were expected to attend. There were in addition strong numbers for trips to the People's History Museum, the Q/A with Andrew Gwynne MP and the London History trip.

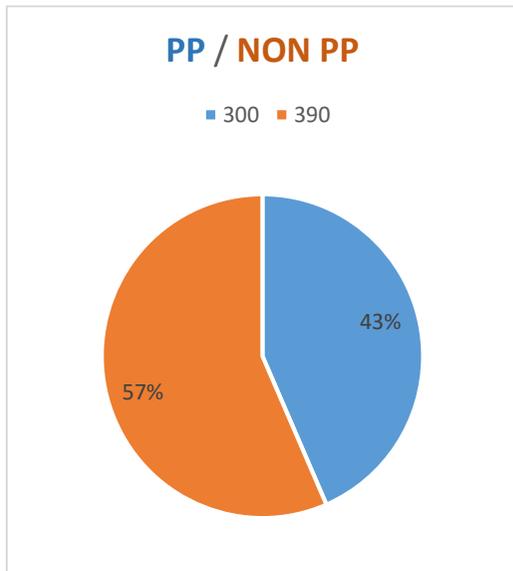
The proportion of PP students that attended these trips and events does not reflect the school cohort.

STEM activities and trips



The percentage of PP students involved in STEM activities and trips exceeds the percentage of PP students in the school.

Student futures / careers activities

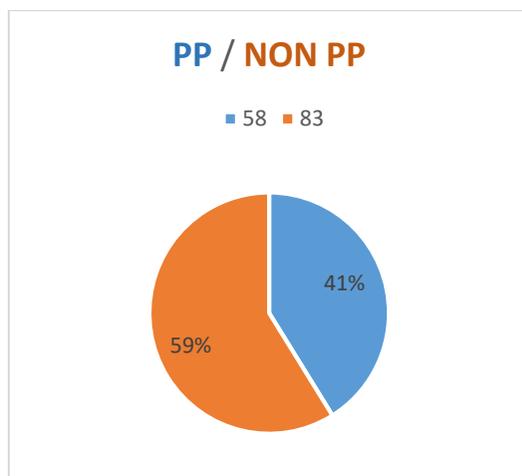


The massive push on student futures has been successful. The low numbers of Year 11 pupils involved is as expected – all trips to colleges and careers talks were focussed in Year 10 and the additional trips to colleges in Year 11 were in pupils’ own time.

Y11	Y10	Y9	Y8	Y7
11	128	178	173	200

Expressive/performing arts extra –curricular activities

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The percentage of PP students taking part in these activities is marginally below the school cohort. With the number of students involved in these activities historically, increasing our efforts in marketing these activities to our PP students should tip the balance in future.

Desired Outcome C: Improved engagement and aspirations of PP students					
	Action	Rationale with reference to research	Cost	Expected Impact*	Actual Impact
1	Ensure the proportion of students involved in trips, events and extra-curricular activities reflects the percentage of PP students in the school.	This will ensure that students will be given the same opportunities as others regardless of their background.		Enrichment, Hattie 0.39 Sports Participation, EEF +2 months Arts Participation, EEF +2 months	87.4% of students have taken part in an extra-curricular activity/trip this year. 44% of all trips and activities were undertaken by PP students which reflects the whole school cohort.
2	Improve the CEIAG provision to give students more work experiences and contact with employers	A more integrated approach to Careers provision will help meet the GATSBY Benchmarks by 2020.	£10,231	Career interventions, Hattie 0.38	43% PP engagement in CEIAG activities – slightly below target of 44%.
3	Improvements to the safety, structure and design of the school building and environment	Ensures all students feel safe in the school environment and are enthused by engaging and stimulating learning environments		Built environment, EEF +0	
4	A new positive behaviour for learning approach focussing on	Ensuring behaviour management is consistent throughout the school will enable students to		Classroom management, Hattie 0.52	2018/19 incidents logged: 11393

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	restorative justice and the 'chance – choice – consequence' system.	remain in lessons – accessing high quality teaching.		Behaviour Interventions, EEF +3 months	2019/20 incidents logged: 15367 The increase is largely down to improved consistency of recording incidents and new incident types being added. PP students lost 46 days to FTE in 2019/20 – 3 less than 2018/19 by the end of HT4
5	University outreach scheme.	To provide PP students with opportunities and new experiences from KS3 going into KS4.	£450	Career interventions, Hattie 0.38	Cancelled due to COVID-19
6	Sports enrichment – The Holland Trip	To ensure student will not miss out on essential sporting opportunities because of their background.	£307	Sports Participation, EEF +2 months	Cancelled due to COVID-19
7	To provide catering funding to ensure students will not miss out on essential opportunities because of their background.	To provide similar opportunities for students To improve aspirations and for all catering students	£700	PP P8 to improve by +0.3 on 2018/19	GCSE APS 2020 for disadvantaged students has improved +1.46 on 2019.
8	Music Peripatetic Teachers	Provide PP students with the opportunity to learn how to play a musical instrument should they wish to.	£15000	Music P8 to improve by +0.6 on 2018/19 Arts Participation, EEF +2 months	Music APS for 2020 to improve by +1.28 on 2019. PP APS to improve by +1.04
9	Deputy Headteacher CPD – looking at improving teaching practice for all staff, specifically looking at feedback.	High quality feedback will engage students in the learning process, help them understand their progress and develop their self-regulation.	£36,878	Feedback, EEF +8 months	The quality of teaching, learning and assessment was judged to be good in 9/14 faculties in this

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					year's Quality of Provision.
10	Strengthen our alternative provision for our most vulnerable students and those at risk of FTE/Permanent exclusion	Alternative provision will reduce fixed term and permanent exclusions and provide students with qualifications that will positively change lives	Alternative Provision budget? Cost of Broadstones etc	Reading comprehension, EEF +6 months One to one, EEF +5 months Small group tuition, EEF +4 months Social and emotional learning, EEF +4 months	None of the 11 students on alternative provision were permanently excluded this year, some were at risk.
11	Support Transition events to develop our relationship with the community and increase student numbers year on year	Transition events help build on our positive rapport within the community; help parents make the right choice for their child and facilitate the transition process in ensuring students feel safe and happy at Reddish Vale.	£5844	Increased intake year on year.	
12	Students are involved in the Power2 programmes: Teens and Toddlers; Be Active	Students develop "skills for life" in an employment based context and achieve level 1 qualifications.	£8000	Social and emotional learning, EEF +4 months Collaborative learning, EEF +5 months Sports Participation, EEF +2 months	Attendance of students in the Power2 Programmes: 95.99%
13	Appointment of new student ambassadors and a student leadership team	Ambassadors across the school will promote our core values and help students develop leadership competencies required for life beyond Reddish Vale High School	Staff time	Career interventions, Hattie 0.38	
14	Engage with the City in the Community Programme	Develop skills for life in a sporting context which enhances students' understanding of teamwork, leadership and mutual respect	£3500	Social and emotional learning, EEF +4 months Collaborative learning, EEF +5 months Sports Participation, EEF +2 months	Attendance of students taking part in the programme: 94.53.
15	Reading in the Community	Reading intervention which targets year 10 pupils to read aloud to residents at the local care home.		Reading comprehension, EEF +6 months	Cancelled due to COVID-19
16	Tree of Knowledge	To deliver fun, continuous, sustainable learning that helps pupils and teachers share knowledge	£2490		

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		and work together. Activities include: team building games, enterprise courses, confidence building, motivational speaking, in order to help raise attainment and engagement in school life.			
17	Mentor Support – (Counsellors)	To support some of our vulnerable students with the effects of PTSD, stress and anxiety.	Voluntary Support		Students attend sessions regularly and express they feel that they help them cope with the effects of PTSD.
18	Psychology Service	To support students by assessing their social and emotional needs to facilitate necessary interventions to support learning and engagement.	£4221		Evidence based on the students targeted shows a reduction in persistent absence and truancy from lessons as a result of more developed resilience and coping strategies.
19	Ethnic Diversity Service (EAL)	A specialist service which provides a wide range of support for our English as an additional language (EAL) pupils and schools, and strengthen EAL provision across the school. The service also provides strategic advice alongside practical teaching and learning strategies.	£6738		
20	Careers Advisory Service	To support our developing CEIAG programme by offering bespoke guidance and support to individual students on post-16 options and career pathways.	£4383		
21	Online Safeguarding Training	Self-directed training for staff on safeguarding legislation – focussing on the changes to KCSIE	Free		All staff fully trained on the latest developments in safeguarding legislation.

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*Expected impact is based on: historical evidence of impact from previous impact reports; the latest research according to the EEF and other reputable research.

Literacy Interventions

Reading comprehension programme Y7, Y8, Y9
Grammar Mastery Curriculum
Library Reading Programme
Achieve 3000
Literacy form time
Literacy Support Group Y10
LBM Reading Intervention Groups Y7 and Y8
121 reading and writing interventions Y11 (Period 6)
Reading Interventions in the Hive
English Period 6
MAGT Tutor time interventions Y11
GCSE 121 Interventions

Numeracy Interventions

Mastery Curriculum
Maths Period 6
Numeracy form time: Daily Rigour and Numeracy Ninjas
LBM Numeracy Intervention <100 KS2
LBM Numeracy Intervention Low Baseline Assessment
Tutor time GCSE Maths Y10
Tutor time GCSE Maths Y11
Yipiyap 121 Maths
SENECA/GCSE Pod/Mathswatch
Pi Day
Core PE Maths Interventions
EEF Tutor Trust Maths Tuition – Y11

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COVID-19

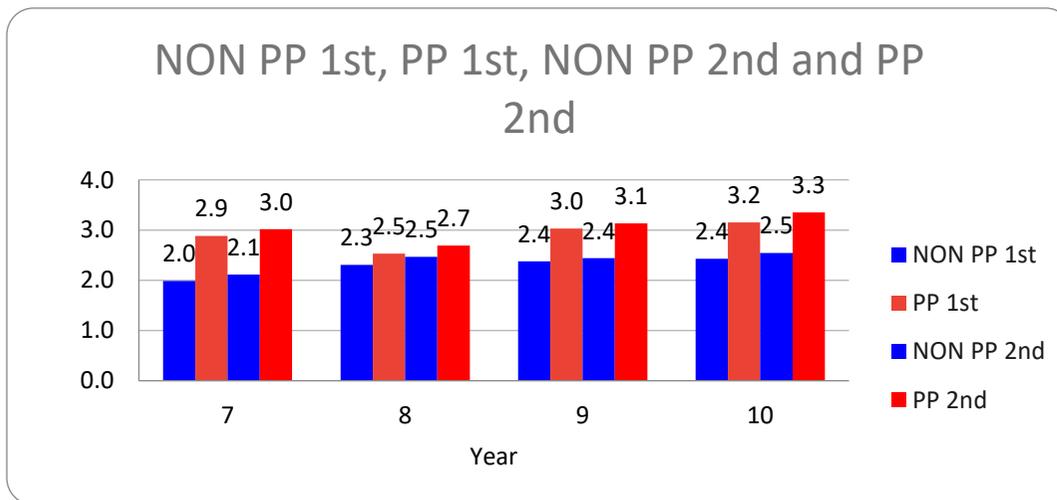
The impact of the school closure since COVID-19 will regrettably have an impact on our most disadvantaged students and potentially undo the progress in attainment, attendance and engagement which the initial PP strategy set out to raise. However, systems, processes and strategies have been put in place to give all students the best possible education under the circumstances:

- All teaching staff set up on Google Classroom
- All pupils set up on Google Classroom and added to subject classes
- All groups including intervention i.e. Anger Management to set up as classrooms and students added. Year Teams to set up Year Group Classrooms to ensure daily engagement
- Staff training delivered (resources available on T: Drive/COVID-19 Prep)
- Audit of staff and pupils regarding IT access completed (available on T:Drive/COVID-19 Prep)
- Work packs prepared for students with limited access to IT
- Expand digital learning platforms to improve pupil engagement: GCSE Pod, SENECA, Century Tech, Language Nut
- Yipiyap 121 tutoring in maths via Zoom for year 10 students at risk of falling behind
- Robust CAG procedure completed to ensure year 11s get the grades they need and deserve
- Year 11 post-16 transition resources shared
- Weekly virtual lessons via Zoom or Google Classrooms
- Assessment plan in place to identify gaps in knowledge to inform further intervention
- HOY/FT daily message to keep in contact with all students
- Year team classrooms on Google Classrooms to monitor student engagement and well-being
- Home engagement grades recorded on student reports
- Home engagement summary provided on student reports from HOY
- Topic of the week and weekly assembly activities to continue
- Follow up calls made by pastoral team to address poor engagement
- Parental concerns followed up by the pastoral team within 48 hours
- CPOMs concerns logged as normal and monitored daily
- Distribution of FSM vouchers for eligible students
- Weekly phone contact with families of children on CPP/YC/LAC
- A well-staffed key worker and vulnerable student facility in U Block – 53% of students in the U Block are PP
- Year 10 provision in place for gradual re-opening of school

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- Middle leaders have submitted PP bids to help reduce the impact of COVID-19 for our disadvantaged year 10 students: bids have been received and approved from: English, Maths, Science, History, MFL, Food, Animal Care, Geography, Citizenship
- Transition assignments set for 2020/21 year 7 students via Century Tech
- SEN Transition Morning 7TH July
- Chromebooks and laptops allocated to students on work packs who have not had the opportunity to engage in Google Classrooms
- An additional 26 laptops from the DFE will be allocated to vulnerable students
- LBMs assigned to work in a 'U Hive' room with EHC students
- LBMs assigned to support in year 10 classrooms

Home Engagement Data



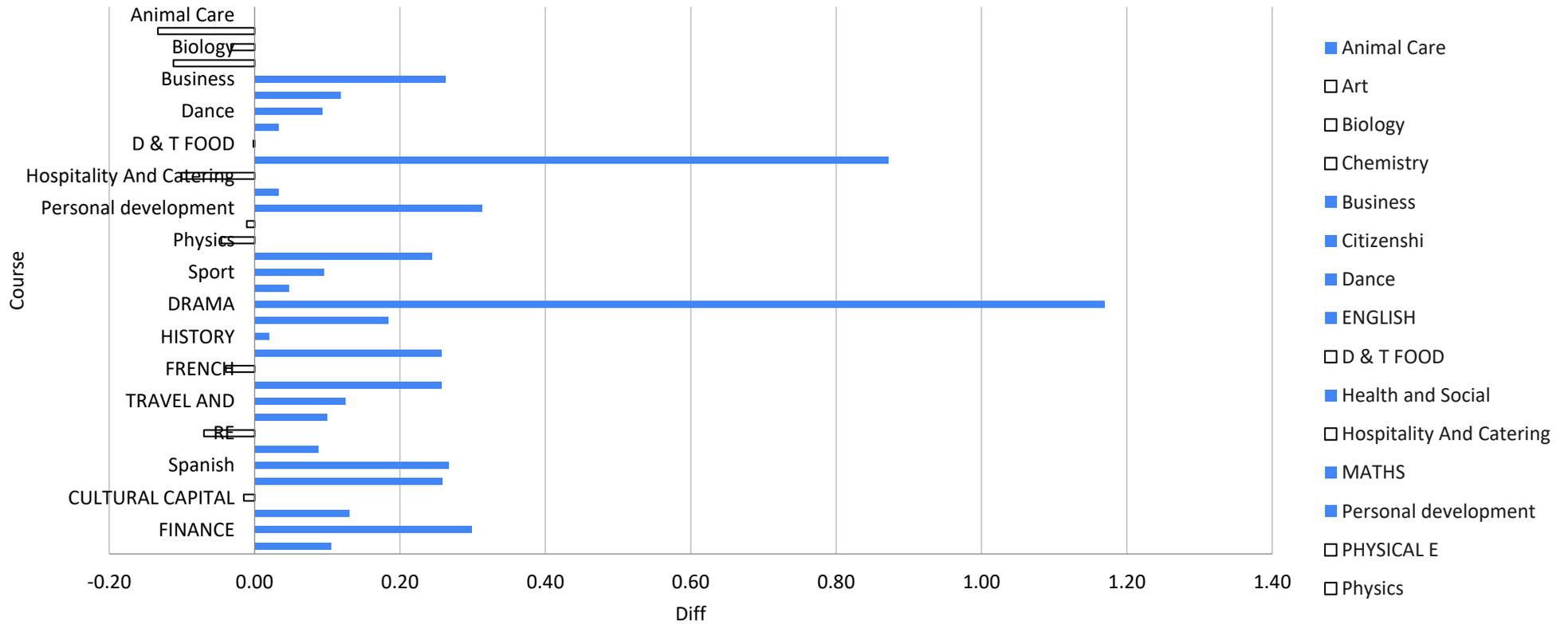
Two rounds of home engagement data has been collected, the first prior to the Easter break and the most recent on 26/06/2020. Students were given a grade 1-4, the lower the number the more the students have engaged in the home learning lessons, materials and resources.

The average whole school engagement of non-pp students is 2.4 and for PP students this is 3. This means that on average, our PP students are inconsistently engaging with home learning, perhaps in some subjects more than others.

Non-PP engagement and PP engagement in home learning has decreased over time with the exception of year 9. 25 of the 34 subject areas have reported reduced levels of engagement over time so this requires additional scrutiny.

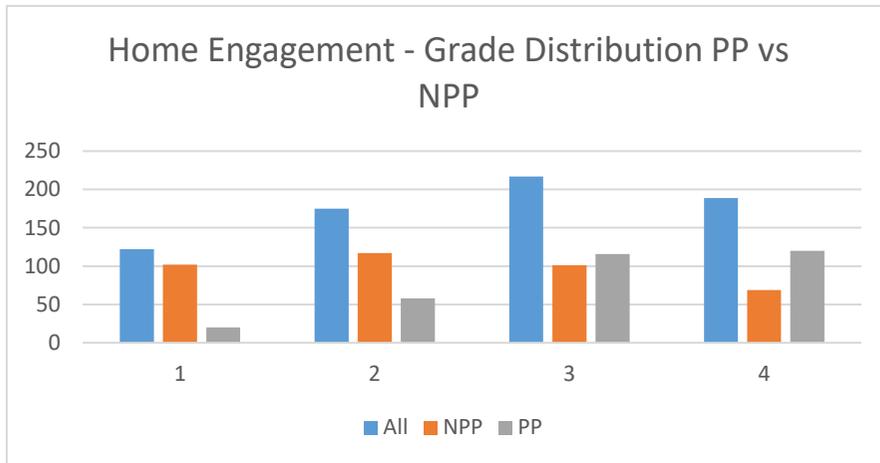
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Difference in engagment - where above 0 means regression



Home Engagement – Distribution of grades

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Home engagement grades were collected for 756 students. 338 of these students were PP (44.7%).

- Only 16% of grade 1s were allocated to PP students
- 26% of the top two grades (1 and 2) were allocated to PP students
- 54% of the bottom two grades (3 and 4) were allocated to PP students

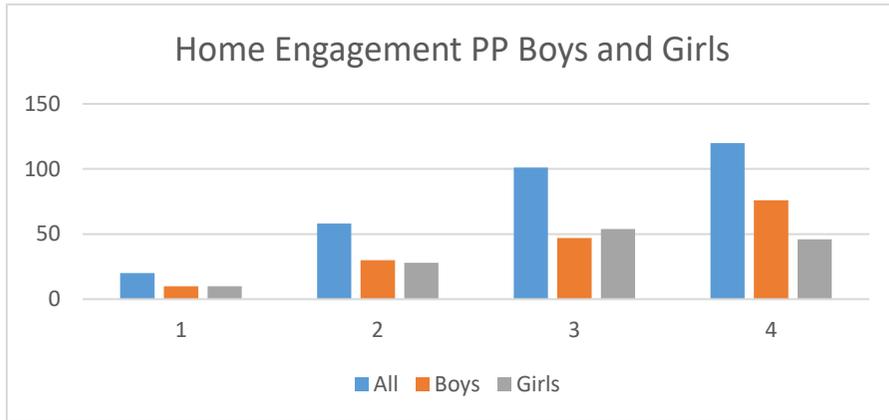
Actions taken to improve home engagement:

- Students struggling to engage with online learning given printed work packs
- A small proportion of students have a 121 Yipiyap maths tutor tutoring via Zoom
- Increasing live learning lessons from 22/6/2020
- Increasing the number of students in U Block so they can be monitored more closely –

56% of students in U Block are PP

- Pastoral team making phone calls home and completing home visits for PP vulnerable students
- Class teachers making phone calls/emails home for poor engagement
- Home engagement grades included on end of year reports
- SIMS in touch message sent to parents
- End of year exams/assessments
- Phased return of year 10 students
- Investment in more engaging digital platforms such as Century Tech and Language Nut to improve engagement
- Staff training and sharing good practice folders for Google Classroom
- Weekly department meetings sharing strategies to improve home engagement
- 1 member of staff for every 4 students in the U Block
- Middle leaders have submitted PP bids for resources and study materials to help close the gaps and improve home engagement
- 9 chromebooks distributed to PP students
- 26 laptops to be distributed to students to improve home engagement

PP Home Engagement – Boys and Girls Comparison

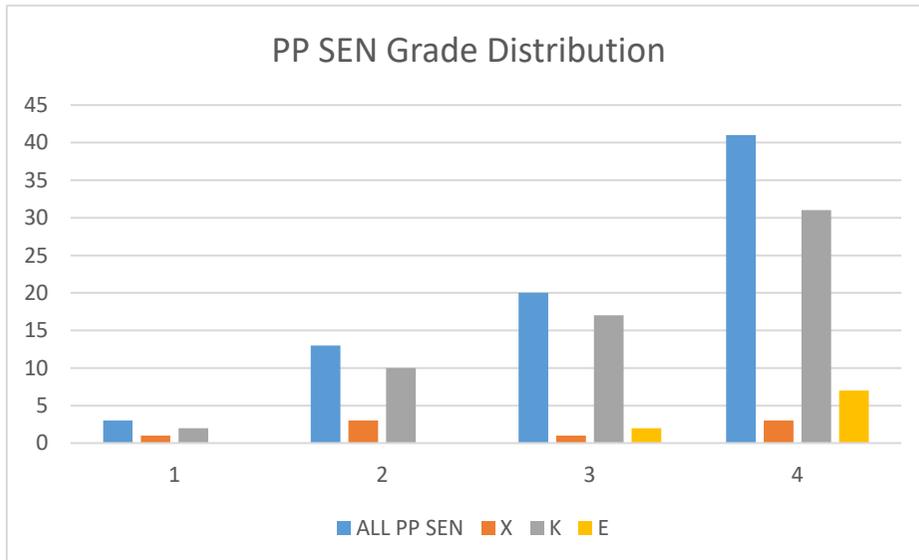


- 65% of the home engagement grades allocated to PP students were grades 3 and 4 (the lowest 2 grades for home engagement)
- PP boys and girls were given an equal share of the highest grade 1
- PP boys were allocated a disproportionate number of the lower grades compared to girls
- 74% of all home engagement grades allocated to PP boys were grades 3 and 4
- 72% of all home engagement grades allocated to PP girls were grades 3 and 4

Actions taken to improve the home engagement of PP Boys

- 2 LBMs in U Block supporting PP boys
- 1 member of staff for every 4 students in U Block

- 67.5% of work packs sent home for PP students have been for PP boys
- 71% of the PP students working in U Block are boys



- 79% of the home engagement grades allocated to PP SEN students were grades 3 and 4
- 100% of the home engagement grades allocated to the 9 EHC (PP) students were grades 3 and 4
- 81% of the home engagement grades allocated to KSEN (PP) students were grades 3 and 4

Actions taken (in addition to the above) to improve the home engagement of PP SEN

- SENDCo has provided resources to improve home engagement materials for SEN students
- SENDCo has circulated guidance on how to support SEN students at home
- 'U Hive' room established in U Block for SEN students with 2 LBMS
- Work packs for SEN students

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Actions

- KB has requested ME to add PP information to each subject area to allow for a closer scrutiny of engagement across subjects
- Records of HVs and phone calls during the school closure – some have been kept on spreadsheets and difficult to monitor/out of date etc
- CE has devised an exam/assessment plan which will further help us identify the impact of low PP engagement and plan the next steps
- KB to gather assessment data from end of year assessments to gauge the impact of the strategy
- This could be a ‘recovery’ curriculum which blends knowledge and skills from aspects of the curriculum which couldn’t effectively be covered during COVID
- The recovery curriculum could also be embedded into homework tasks and assignments using new digital technologies such as Century and GCSE Pod
- Period 6 could be more targeted at all students with low engagement levels during the school closure or students who have performed well-below in assessments
- Summer transition assignments can be set via digital learning platforms – these were successful with last year’s year 7s

Students learning from Work Packs

73% of the students on work packs are PP students and the home engagement grade does not factor in these 59 pupils. Work packs continue to be distributed every half term but none have returned for checks, marking so it is unknown to us how well students on work packs have been engaging at home.

U Block Provision

Since the beginning of lockdown, the school has been open to students whose parents are key workers and vulnerable students. In the first week, 9 students were being educated onsite using the same home learning resources and platforms as the rest of the school who were studying from home. The latest U Block register shows 30 students. The percentage of students in U Block who are PP has been consistently above 50% since the start of lockdown, the majority of these have been boys.

These students were also given home engagement grades as they were learning from the same platforms as the rest of the school. Not all of the students have been attending 5 days a week and some students have been added and taken off the register during the lockdown. But a small number of students have attended school in U Block since the start of lockdown, so it is possible to gauge the impact of U Block provision vs working from home.

PP Students who have regularly been in U Block since the beginning of lockdown

Student	Home Engagement	The average engagement of PP students who have regularly attended our provision in U Block is 2.5. This is +0.5 better than the levels of engagement shown by PP students at home, but obviously the numbers are significantly less.
Amani Daniels (Year 7)	2.4	
Cameron Kennedy	3.3	

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James Hewitt (Year 8)	3.3	4 PP boys have engagement levels lower than the PP students who have been learning from home.
Joshua Galvin	3.1	
Kieran Dolan (Year 7)	3.1	
Mason Byrne(Year9)	1.8	
Mia Byrne(Year10)	1.7	
Thomas Kelly	1.2	
Jayden Eaves	2.5	

Year 10 – Phased Return to School

On 15th June, year 10 students were allowed to return to school on a phased return. Only 25% of the year group were allowed onsite at any one time so the following plan was put into place:

Day	10-12 AM	Venue
Monday	Science A Band Week 1 Science B Band Week 2	Maths Rooms
Tuesday	Maths A Band Week 1 Maths B Band Week 2	Maths
Wednesday	English A Band Week 1 English B Band Week 2	Maths
Thursday	Week 1 Option A (1/2 class Confirmed attendance) Week 2 Option B (1/2 class Confirmed attendance)	Maths rooms with some option classrooms
Friday	Week 1 Option C (1/2 class Confirmed attendance) Week 2 Option D (1/2 class Confirmed attendance)	Maths rooms with some option classrooms

This plan would allow all students to have some contact with their teachers across the curriculum before the summer holidays.

95 students have opted to come into school and 23 of these students are pupil premium students – this is roughly 24%. 36% of the year group are PP so the number is disproportionately in favour of non-PP students.

Name	PP	Home Engagement	The average home engagement grade of these students prior to starting their phased return to school was 3.23 – meaning these students were inconsistently engaging in home learning.
Callum Smith	Y	3.1	
Amber Lawlor	Y	3	

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Amy Sutcliffe	Y	3
Cameron Kennedy	Y	3.3
Ellis Scott	Y	3.9
Jacob Jessop	Y	2.1
Kenzie collier	Y	3.3
Kyle Webb	Y	3.3
Mia Byrne*	Y	1.7
Morgan Healey	Y	3.3
Nevaeh jennings	Y	2.9
Olivia Jayne Furber	Y	3.4
Shannon bonnar	Y	3.3
Alfie moffatt	Y	4
Anais Wilson	Y	3.8
Billy holt	Y	3.2
Callum Shaughnessy	Y	1.4
Cerys dyson	Y	3.5
Jake owen wood	Y	3.8
Jamie leigh roberts	Y	4
Jessica Buttrill	Y	3.8
Kyle Mooney	Y	4

One student, Mia Byrne, has a home engagement score of 1.7 but she has been learning in U Block for a sizable chunk of the lockdown.

The majority of students have home engagement scores of 3 or 4 which shows that although we wanted more PP students in school, the ones we have are the ones most in need of contact time with their teachers.